Focus/
The School Within A School: Shaker's best kept secret? SWS techers and students reflect on successful program.

Sports/
Field hockey, tennis teams clinch league with titles. Seniors Lambert, Thomas, and Tartaglia qualify for state tennis tournaments.

Feature/
Exchange students comment on life at Shaker. Shaker Theater prepares "The Comedy of Errors"

The Shakerite

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October 31, 1986

Shaker Heights High School 15911 Aldersyde Dr. Shaker Heights, OH 44120

Levy approaches

Community faces financial test

by Kristin Schiller

The community's response to the 7.5 mill levy on Nov. 4 will determine whether or not Shaker schools can sustain the present faculty and continue to offer specialized courses.

The State of Ohio funds minimum programs for education, according to Treasurer Daniel Wilson. Any community wanting more than a minimum standards education must pay for this itself.

Shaker Heights receives 15.4 percent of its funding from the state.

Ohio feels that $2,235 per student is enough to provide an adequate education. Just last year, however, Shaker's cost per pupil was $5,281. Shaker must place levies on property tax in order to raise the money to maintain this high standard.

Superintendent Peter Horoschak said that "state aid is based on peoples' ability to pay." In other words, some of Shaker's tax dollars benefit other school districts in Ohio, while the money the levy acquires remains in Shaker. It is "made of people who earn it."

The school system's last levy was in August of 1983. That was an 8.8 mill levy which was to carry Shaker through two years. However, the board of education was able to stretch those funds to last an extra year.

As inflation rises, the only way a school district can receive more money is to vote new levies. House Bill 920 prevents school districts and other governmental agencies from receiving income tax revenue from previously voted millage, even if real estate values increase.

"I don't like the way schools are financed in the state of Ohio. It creates too many uncertainties for a high school district. It's particularly hard on a community where only 20 to 22 percent have kids in school," said Horoschak.

Horoschak noted that the necessity of a levy does offer positive aspects: "You're required to communicate with the community."

Dr. Mark Freeman, assistant superintendent, believes Shaker citizens will vote yes on Nov. 4. Freeman said, "People believe the mark of a quality community is the schools."

He also said, "Some are often frustrated with the way students dress and the kind of music they listen to. I think perhaps a generation gap exists. But on the whole, people believe the students do a good job. Someone has paid for them, so they will pay for others. Also, the people in school now are going to be running the country and they need a firm basis for an education. Lastly, most people's greatest investment is their home. They know that if the levy passes, then the value increases."

Council Representative to the high school PTA and Campaign Manager Jan Devereaux emphasized the imperativeness of the levy in Shaker if residents wish to continue the previous educational program.

"If we want the kind of offerings we have been able to make in the past, we have no recourse."

An opposition group called Citizens for Responsible Taxation has emerged in response to the '86 levy. Its key message is that higher costs for education may not mean educational excellence.

Said Asst. Superintendent Freeman, "I think that may be the case, but to cut back on education–less experienced teachers, larger classes, and no special offerings is certainly not going to improve education."

HURWITZ

Senior Susan Foxman is on the letter-writing campaign. Along with a handful of other American Government students, she is contacting graduates of Shaker to urge them to vote for the levy.

HURWITZ

Shaker cheerleaders and hostess Randi Hall show off their moves. (above) At right, Joel Rose fields a question from an interested student. Students were encouraged to participate in the program.

'Morning Exchange' visits high school

See page 9

Homecoming '86

..The class of '89 drives spirit into the Homecoming float parade last Saturday. In the driver's seat is Cindy Carrol. Along for the ride are: Ilona Friedlander, Molly Fitzsimmons, Jason Woods, Jill Norrie and Kim Lief. Congratulations to Billy Anderson and Karna Williams, Homecoming King and Queen; Evan Nolan and Monica Davis, Prince and Princess; Jason Woods and Natalie Floyd, Duke and Dutchess; and Jenifer Parker and Bobby Poindexter, Count and Countess.

Central, freshman councils elected

The winners of the Student Council elections held Wednesday, Oct. 1, are Karna Williams, president; Pep Llinas, vice president; Karen Wisham, secretary; and Ari Kelman, treasurer.

According to Wisham, the council is now "working to become more organized than last year and is encouraging everyone to participate."

In addition to the Student Council elections, freshman class officers were recently elected. Ernest DeJesus was elected president; Vanessa Mullins, vice president; Jennifer Parker, secretary; and Doug Forsberg, treasurer.

Broadcasters club springs into action

The newly formed broadcaster's group will be working to change the morning and homeroom announcements this year.

The group was formed by Norma Joseph of the theatre department to enable students interested in broadcasting to improve the announcements. Broadcasters include president Brian Spicer, vice president Beth Stevelberg, David Englander, Steven Ravello, Jill Schlesinger, and Randi Schmelzer.

Stevelberg said, "I felt the announcements needed to be imporved so I decided to audition for the group."

Area teachers peak behind Iron Curtain

"It's the opportunity of a lifetime," said Christie Bott, English teacher, describing her upcoming trip to the Soviet Union.

Bott and Lomond teacher Rick Ware were selected by the Association of Humanistic Psychologists to present programs in U.S.S.R. on how teachers can deal with their students on more of a person to person basis rather than on a teacher to student basis.

"The message that we are trying to get across to the Soviets is that children are human beings first and students second," said Bott.

Bott and Ware will accompany 30 other teachers from around the nation and will visit various universities in the cities of Moscow, Tbilisi, and Leningrad.

When asked what is the one thing that she would like to learn from her trip, Bott replied, "I hope that I can bring back a better understanding of the Soviet people because a lot of people have misconceptions about them, and they have to realize that the Soviets are people too."

The cost of the three week trip will be approximately $2,500.

SEEH: Attempting to combat hunger through community service

Eliminating local hunger and educating students about hunger are the Student Effort to End Hunger (SEEH's) two goals for this year, according to co-founder senior Terri Weissman.

SEEH plans to eliminate hunger by having members work in soup kitchens on the weekends and at other announced times. The group also wants to combat hunger by having fund-raisers throughout the year.

SEEH intends to educate students by periodically holding hunger briefings.

"(Hunger) can end. It's not necessary. You can do something," said Weissman, who stresses that even one person can make a "big difference."

SEEH was founded two years ago by Weissman and Lisa Billowitz, both sophomores at the time. Weissman says the idea came to her after a guest speaker, Jordon Davis, came to talk to social studies classes. After the assembly, Gordon Kushnik met with Billowitz and Weissman and helped them start the group.

Choral Preview reveals future

Concert Choir, A Capella Choir and Chanticleers will perform at the Fall Choral Preview, Friday, Nov. 6.

The Chanticleers will sing two Renaissance madrigals and the song "Java Jive" from the musical "Manhattan Transfer." A Capella's performance will include "Gloria" and "Sing Thee Enchanted." Concert Choir will also sing a number of pieces.

The singers will be accompanied by piano, played by Jennifer Bibb, Sara Knowlton and Bob Wood.

The Choral Preview is at 7:30 p.m. Nov. 6, in the Shaker High School large auditorium. Admission is free for everyone.

Amendments to city charter placed on November ballot

Four amendments to the City of Shaker Hts.' charter will be subject to voter approval on the Nov. 4 ballot. The city council voted to present the proposed amendment to the voters.

One of the provisions will be to ensure public access to all council and other city committee meetings, except executive sessions. Another proposal is to delete the annual estimate of the value of supplies and materials. The third provision concerns public building and the last describes investment of city funds.

The proposals passed by city council were based on recommendations made by the Charter Review Commission appointed by Mayor Stephen Alfred last year.

Shaker's Leauge of Women Voters also participated in the review process.

African students get used books

Four hundred used textbooks were sent to Africa this past fall as part of the Phoenix International Development Foundation's project. This non-profit organization based in Washington, D.C., sends old textbooks to African students.

Science and math texts no longer in use in Shaker caught the foundation's interest. Because of changes in the school system's curriculum, there was no further need for the textbooks.

"We try not to keep the books. We try to find a place to send them," Pat Poe, the secretary to the Director of the District Library Media Center.

The shipping of books was at no cost to the district. A truck was sent by the foundation on Thursday, Oct. 1 to pick up 40 cartons of books to be taken to a warehouse in Maryland.

Bike club formed for student cyclists

A bicycling club has been started by choral director Ronald Morgan and chemistry teacher Pat Bauer for students who have shown an interest in riding.

At this point, the club is unstructured. They meet outside the social room after school on days that weather permits riding. Any student that comes may ride, but those who participate are required to wear a helmet and follow the rules of the road.

The club may eventually switch from many rides per week to one longer weekly ride.

Drill team reaches for academic high

Drill team serves primarily as a community service organization, but its members also work to serve themselves through weekly study sessions in academic areas of need.

Each drill team member is required to maintain at least a 2.0 grade average. As drill team adviser Ovella Roulette explains, the group's purpose includes striving for "success in a non-academic area which directly relates to academic achievement." The study sessions are one way to aid in academic achievement.

The sessions take place once a week, lasting from a half hour to an hour. The group discusses subjects in which they need help whether it be math, English or science.

Asian nations topic at Erie

The Junior Council on World Affairs (JCWA) will travel to Erie, Pennsylvania on Nov. 7 and 8 to participate in its first mock U.N. conference.

JCWA plans conventions where high school students take an active part in debating world issues.

"Within these conferences," says Cliff Gyves, president, "the 12 members from Shaker model the positions of various countries, and defend that country's political and social opinions." Shaker participant's will represent the countries of Iraq and the Moratanian Islamic Republic.

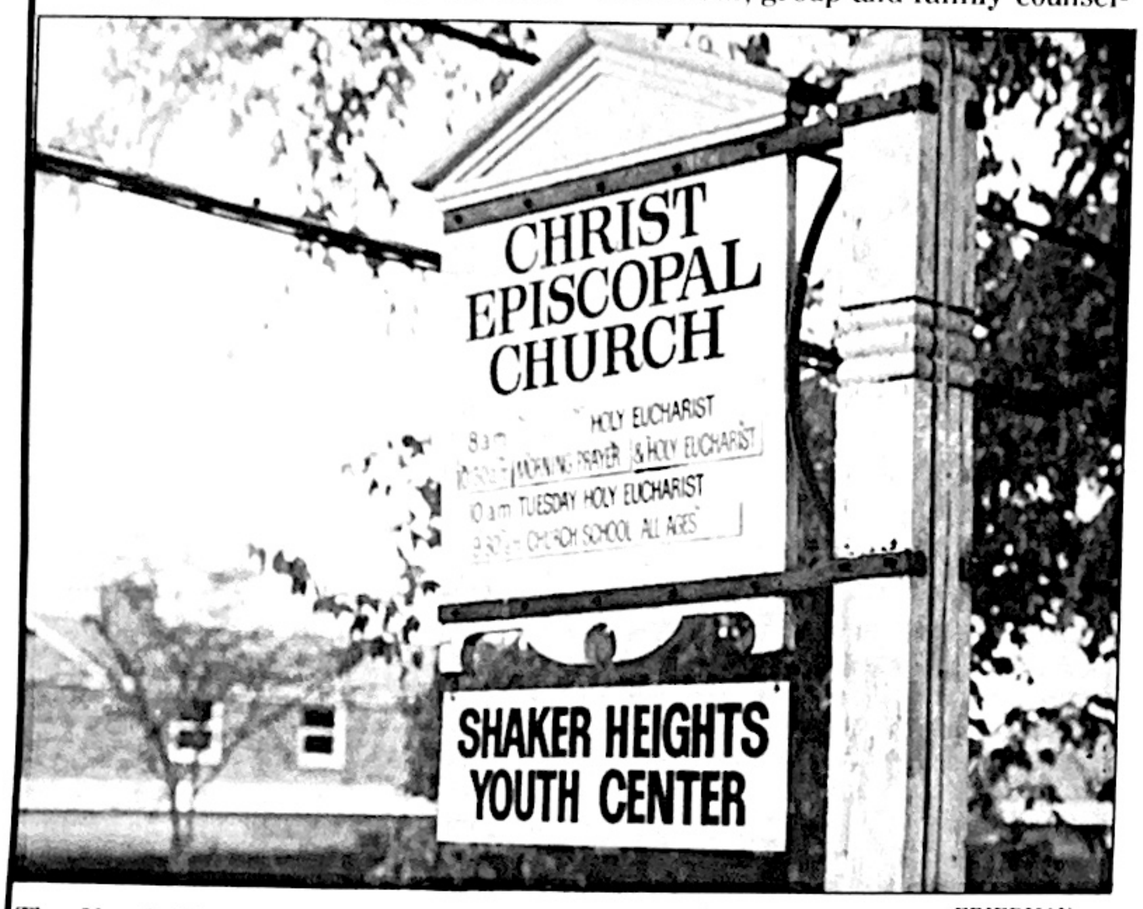
Winners at these conferences are determined by a panel of adult judges who evaluate how well students represent the various countries.

Youth Center serves community

by Michelle Brode

Students who need to talk to someone about family problems, drug problems or school stresses are encouraged to utilize the services available at the Shaker Hgts. Youth Center.

This agency, founded in 1970 by Concerned Citizens of Shaker, offers individual, group and family counseling, chemical and psycho-social assessments, prevention-education and consultation services.



The Youth Center is located in the basement of The Christ Episcopal Church on Warrensville Ctr. Rd. FRIEDMAN

The Youth Center is located at 3445 Warrensville Ctr. Rd. in the basement of the Christ Episcopal Church, and can be reached at 752-9292 weekdays 8:30 a.m. to 6 p.m. Laura Pokorny, Youth Center social worker, is also available in Rm. 227 from 11 a.m. to 1 p.m. Tuesdays, Wednesdays and Thursdays. Despite its location, the center has no affiliation with the church.

Short term services are available for no fee, while the cost of long term services is determined by the family's ability to pay. All visits are kept confidential except in a life or death situation in which Youth Center Director JoAnn Green says, "That's a secret we just can't keep."

Within the high school, the Youth Center works with guidance counselors, Holly Burgess, the newly appointed full time drug counselor, in school suspension, and Chemically Aware Teens of Shaker.

Funding for the agency is provided 33 percent by the Board of Education, 33 percent by the city and the rest by fundraising.

Burgess assumes new position

In an effort to heighten chemical abuse awareness, Holly Burgess, formerly of School-Within-A-School is the new full-time chemical concerns coordinator at Shaker as of Oct. 29.

Burgess will direct the drug program based on the Project Care model. This program involves the education of staff, students, and parents regarding chemical abuse; various support groups; intervention and prevention; and the formation of a core team, a group of faculty members that will implement the program.

Burgess views promoting drug awareness as her main obstacle. "Shaker is generally a well-educated, upwardly mobile middle-class community, but (it) is part of the real world. There is reason to be concerned."

The aftercare group for students returning from rehabilitation meets twice a week to discuss the pressures involved in coming back to school. Burgess is working to allow credit towards g graduation for those who attend the sessions.

Burgess' office is located in the science office, room 178, and she can be reached at 921-9004.

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Horoschak talks on discrimination

Discrimination in public education in the United States was the topic of Superintendent Peter P. Horoschak's Oct. 21 speech to the University for Young Americans (UYA).

In his speech Horoschak discussed the egalitarian purpose of public education in the United States, the barriers to educational excellence for those students who are at risk and public education's attempts to overcome the barriers towards educational excellence.

The theme for this meeting of the UYA was "Equal Educational Opportunity: Reality or Myth?"

SGORR initiates annual program

Members from the Student Group on Race Relations (SGORR) will be presenting SGORR Day One from Oct. 20 to Nov. 3 to all sixth grade classes in the district.

SGORR members divide into small groups to visit the classrooms three times a year. Day One gives the sixth graders a general overview on human relations, and teaches background ideas which will be further expanded on Days Two and Three.

During Day One, students learn the meaning of such words as polarization, prejudice, and discrimination, SGORR members also stress the importance of trusting others and taking risks in everyday activities.

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Vote for levy:

"Invest in Shaker...excellence in education." This is the motto that the Citizens Committee for the Shaker School Levy has been instilling into the minds of the people of Shaker this past fall. And, in order to maintain the excellent standards Shaker has known, the community must make a response on Nov. 4 which clearly says, "We have confidence in the Shaker schools."

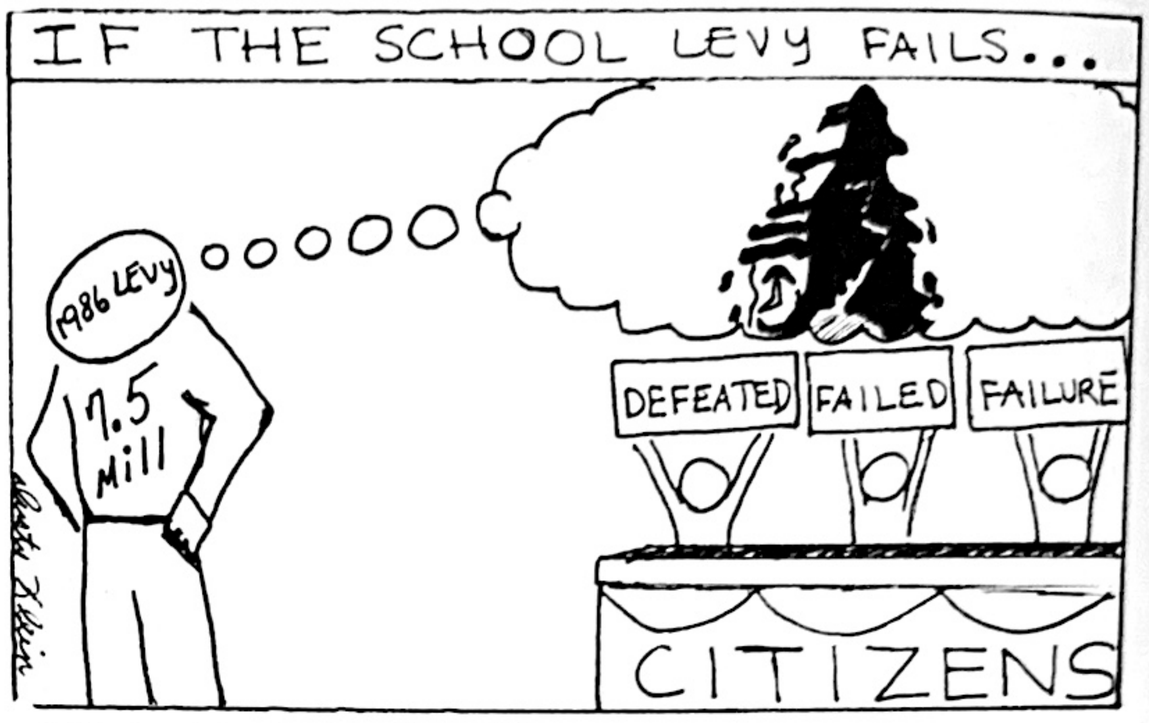
Although the closing of Woodbury and the establishment of the Shaker Middle School may seem like the only money-saving measures which the board of education have taken in the past few years, they are not. Over the past five years, the teaching, clerical, and administrative staff have been reduced 7 7.2 percent and computer maintenance has been reduced $8000 a year by updating equipment. In addition, the Shaker schools have begun a six year energy managements program which will save $503,781 and new health and life insurance coverage will save $150,850 annually.

Added to these cost-saving steps, a new business manager was hired last summer to bring an expertise to developing property maintenance. All of the new implementations have been carefully studied by the board of education with the top priority of offering a superb education.

Some may wonder why the former Byron Junior High was not commercially developed and Woodbury Junior High kept open as the Shaker Middle School. The thought that Byron could have been commercially developed in the first place is all speculative. Perhaps no contractors were interested in developing Byron. Furthermore, Byron is a more usable facility for the school system to utilize. It is newer and has a larger auditorium. Most important is that it is not the role of the Shaker Heights Board of Education to decide what property should be commercially developed.

The prospect of elementary school reorganization is also on the minds of some Shaker citizens. The savings from closing two elementary schools, $400,000, would not amount to enough to eliminate the need for a levy. However, the board of education has asked the administration to study elementary school reorganization and give a recommendation no later than March, 1987. With this recommendation, the board should consider how the plan can help integration, save money, and still provide an outstanding learning environment.

The continued excellence of Shaker depends on it



Citizens, then, should not complain about high property taxes come levy time. Shaker pays about the same taxes as the so-called "Lighthouse Districts," some of which are Boston Latin, the Bronx High School of Science, and Horace Greeley in Chappaqua, New York. These schools are among the top ten in the country, as is Shaker, and pay about the same number of tax dollars for their school district.

If the levy fails and continues to fail, changes might not be as drastic as no football team, but students, don't be surprised if a favorite elective is not offered. Remember that a "no" vote on Nov. 4 will hurt the quality of education in the Shaker Schools. Taking away a school system's money is taking away its freedom.

Cheers and Jeers

CHEERS...to the seniors who are trying to finish their applications on time.

JEERS...to the custodians who haven't fixed the west door on the south wing and force students to put their fingers into a dark dirty hole to open the door.

CHEERS...to the way the school is being run this year - a lot better than last year.

JEERS...to the vending machines in the cafeteria which always break.

CHEERS... CHEERS... CHEERS...to Randi Hall!!

CHEERS...to Adam Robinson for accurately labeling the SAT "the very bad freshman grade point predictor."

JEERS...to the administration for having no pep rally.

CHEERS...to the new gym floor.

JEERS...to people who steal books from the library

JEERS...to whoever decided to leave the tar construction job for now, rather than during the summer, when it should have been done. The odor is creating much discomfort for students and teachers alike.

JEERS...to people who stop in the hall to talk to their friends and clog up an already overcrowded area.

JEERS...to the big kids who will steal candy from all the little kids tonight.

The Shakerite

The Shakerite is a monthly publication of the newspaper staff at:

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Shaker Heights, Ohio 44120
921-1400 Room 224

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Subscriptions to the Shakerite may be purchased in Room 224 for $7.00.

'Dundee' falls short

by Dan Polster

Combining a love story with witty lines and an original plot, director Peter Faiman comes close to making his recent film "Crocodile Dundee" a total success.

The film concerns a reporter (Linda Kozlowski) who works for a large New York newspaper. Searching for stories in Australia, she meets a modern-day adventurer named Mick "Crocodile" Dundee (Paul Hogan), whose average day consists of killing snakes with his bare hands and dancing with the native tribesmen.

To show the reporter what kind of life he leads, Dundee takes her camping into the Australian backwoods, where they inevitably fall in love. When the trip is over, Dundee decides to leave his primitive land to stay with her, of course, and to see a real city for the first time.

Arriving in New York, Dundee must adjust to a culture which is as strange, if not crazier, than his own. He must also contend with the newspaper editor (Mark Blum) who is his competition for the love of the reporter.

The screenplay, written by Hogan, is thorough in poking fun at American culture, as well as providing some very well delivered lines.

One of these lines is used as Dundee is m mugged on a New York street by a switchblade-wielding teenager. He is advised by the reporter to give up his wallet, as their assailant has a knife.

"That's not a knife," Dundee replies, displaying his own enormous hunting knife. "That's a knife!"

The movie should also be lauded for bringing up an important question: Which is more unusual, life in the desolate and dangerous Australian wilderness, or the fast-paced impersonal New York life? At the beginning of the film, the former would s seem to be the answer. However, as the film progresses, the audience is able to see the city and its idiosyncrasies from Dundee's viewpoint. In the end, Faiman accomplishes an important task in proving that both cultures are strange in their own ways, and that neither is "more normal" than the other.

The film has flaws, however. Faiman is effective in getting the audience interested in Australia, a place that few know about. Unfortunately, as the viewer's curiosity about this land begins to grow, the film shifts to New York, forcing one to forget all about Australia and to concentrate on the city.

Another problem with the film is that it literally ends with the reporter and Dundee admitting their love for the very first time. So what happens next? Do they spend the rest of their lives in Australia, or do they decide to live in the big city? Where will the wedding take place? These questions and more are unanswered.

Although "Crocodile' Dundee" is a good movie, it unfortunately lacks some of the qualities that determine a "fantastic" film. In order to achieve what " 'Crocodile' Dundee" lacks, Faiman and Hogan should soon begin plans for " 'Crocodile' Dundee Part II."

Attention English students

Dear Editor,

Dan Polster's article on the diverse approaches of writing teachers stimulates several lines of thought, any of which our students may find illuminating. An immediate response is that, in spite of his professed confusion, the piece shows that Dan has achieved so far an admirable degree of skill in writing. He expresses from the outset his discomfort with the current situation; he illustrates his view of the situation with specific examples; he concedes that teachers may and perhaps even should have some individual differences, within reasonable limits; and he closes with a restatement of his perception that something is amiss. By the end of his essay, we must understand and we probably sympathize with him, particularly when his closing remark (placed at the end for maximum emphasis) shows that this perceived inconsistency frustrates our students in a pursuit which is important to many of them--the pursuit of superior grades.

"Writing teachers themselves have basic philosophical differences about the nature of their discipline."

What comfort can we offer, then, we who are the causes of this frustration? Little enough, perhaps; but some explanation may help. First, we must concede that there is a wide range among the models for composition presented by various writing teachers. This is partly because rhetoricians all the way back to Aristotle have identified a variety of patterns to be followed, and the constraints of teaching have led many of us to set these as exercises to be mastered one at a time. In such a case, your grade may well depend on the accuracy with which you follow the pattern you've been given for that exercise (even including a title, perhaps). As long as that ground rule is understood, the high-achieving student can cope with it while at the same time realizing that very good writing may follow other patterns at other times.

Another, and a more complex and difficult, reason for the range of methods is that writing teachers themselves have basic philosophical differences about the nature of their discipline. Many subscribe to a "traditional rhetoric" of identifying patterns and practicing those patterns, an approach which comes down to us from Aristotle, Cicero, and many other venerable sources. Many others follow a "modern rhetoric" (dating from the seventeenth century, my source says, but also suggested by Plato), which sees writing as an organic endeavor and resists setting patterns or identifying components of a written work. And some teachers try to combine these views. You can well imagine that this fundamental disagreement yields ultimately very different teaching techniques!

What's a student to do, then? Throw up his hands? Not necessarily. There are a couple of touchstones on which most of us agree, and while they may not always guarantee A's (for that you may need, if it's important enough, to sedulously determine and fulfill the requirements of the teacher in question), they should help you move confidently toward increased command of writing for whatever purposes you may later have. One of these touchstones is coherence. Though you may often write as a way of thinking through a problem, by the time you present your writing to an audience it should have come to make sense. One assertion should logically follow another, and all should combine into a satisfying whole. The other is support for assertions. Whether by citing extensive detail from texts or presenting concrete illustrations from experience, observations, and other sources, you should support each of your general assertions so that your reader will understand and (you hope) be convinced by it.

"By the time you present your writing to an audience it should have come to make sense."

Actually, most of your Shaker teachers probably have even more in common than that. Most of us probably ask that your finished paper have a beginning, a middle, and an end (often called introduction, body, and conclusion); we probably ask that it have an identifiable thesis; and we probably try to help you master certain conventions of form (orthodox spelling, sentence structure, and punctuation, and standard usage, for example) which will earn your writing a more congenial reception in almost any situation. And that's quite a lot of common ground, really.

Finally, one point on which all writing teachers (I think without exception) agree is that the best way to learn writing is by writing often. And so however frustrated you may be by the varying constraints teachers place on your writing, please be aware that the sheer bulk of writing that the Shaker system asks you to do is the best means anyone has yet devised to help you become a more effective writer. And as I said, judging from Dan's article, in his case at least it's working very well so far.

Dr. Carol Fox
English Teacher

Why am I special?

by Steven Michel

I checked that little box when I took the SAT so that colleges and universities interested in "students like me" could send me their information. I thought it was harmless, the right thing to do. At first I enjoyed getting mail. I even read it, flattered at the personalized interest in me. Now I don't even open it and my room is gradually being swallowed by this literature from schools I haven't even heard of. Well that was the first step, but now it's my turn to respond to these cordial corresponders - yes, I have to apply - and in most cases that means the dreaded college essay.

"If you could spend an evening with any famous person, dead or alive, fictional or real, who would that be?" "Describe yourself in one adjective," or the ever dreaded, all encompassing: "There are limitations to what grades, scores,...please use this generous 8x10 space to tell us anything about yourself."

What does one do? Well, I'd like to spend the evening with Cheryl Tiegs, I'm male, I am 5'6", have blond hair...Is that what they want? Perhaps not.

OoooK. then how about: I'd like to spend the evening with George Washington because I could learn a lot from him; I am very, very, very (are you allowed to have modifiers?) intelligent; I am always willing to take on new challenges and learn new things and I think world hunger is terrible and I am co-vice assistant secretary of the Arabic club and - Wow! That's been fun and interesting, too...maybe not either?

Then what do they want? I'm supposed to be able to tell what I am like in one page (but of course additional sheets may be attached if necessary).

My dad says, "Well Johnny-Susie, why don't you write about our trip to Toledo, that was an interesting experience."

Mom says, "Honey, tell how much your life has been affected by Uncle Joe," and after you throw up you still have a blank application on your desk. Hmmm. Maybe I'll travel.

Forum Page Policy

The forum page is designed to give all Shaker students, teachers, and parents an opportunity to express their opinion on any issue which in some way pertains to Shaker Heights High School. However, because of lack of space, there is no guarantee that everything submitted will be published. Letters to the Editor are welcome as well. However, letters, unlike essays, are a reaction to something printed or not printed in a previous issue.

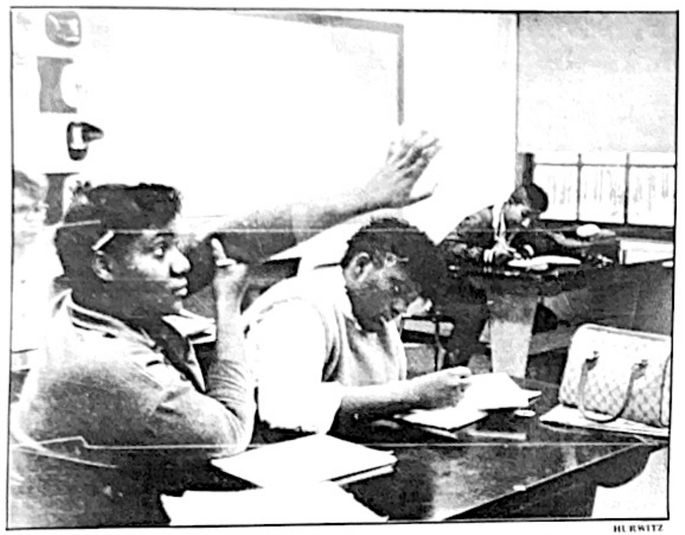
Candid Quotes

Q: How Valid Are the SAT's?

Joanna Belkin ('87): "I don't think they're valid at all. I don't think they're a sign of one's intelligence. It's a sign of knowledge obtained throughout the school career."

Brett Hardin ('87): "I don't think they are valid because they only aim at a certain focal point of one's intelligence."

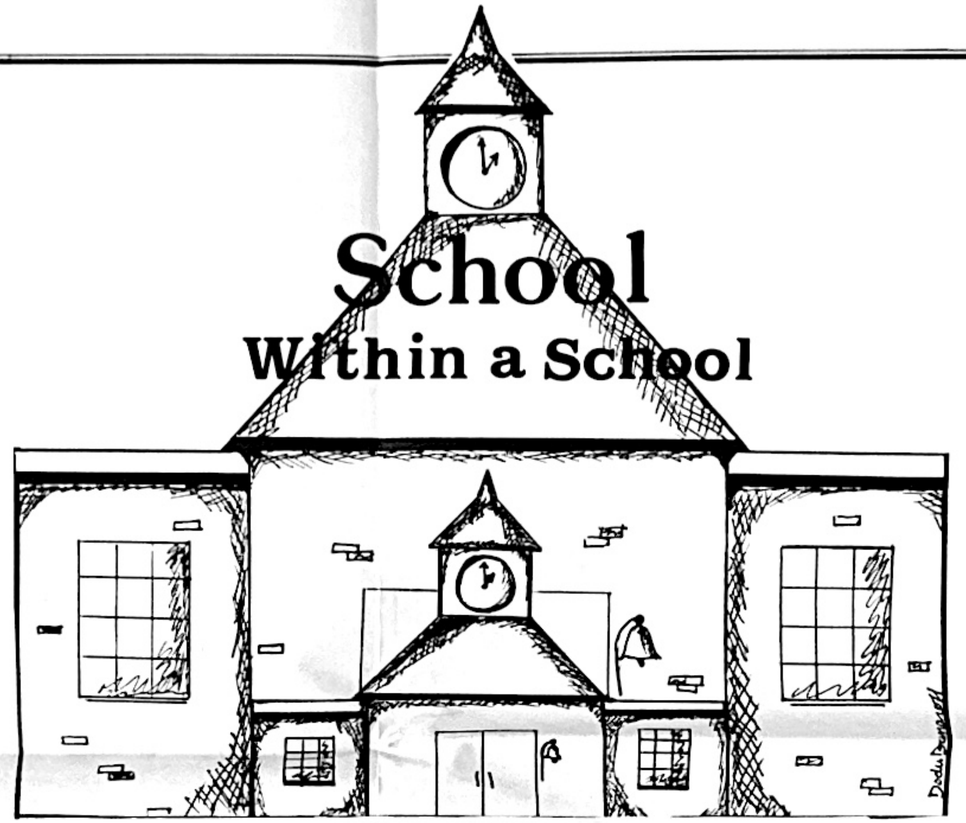
Mrs. Judy Curran (faculty): "Not by themselves. They do show verbal and math aptitude, but these should never be considered by themselves. Achievement and motivation should also count. You can raise your score by taking an SAT prep course if you haven't reached your potential the first time."



HURWITZ

Chelief Caldwell questions the origin of an atom while Beverly Daniels listens to Mr. Norris' discussion.

School Within a School



SWS students shatter myths

by Mike Lee

The School Within a School Program (SWS) is perhaps Shaker's best kept secret, according to a group SWS students eager to reveal what really goes on underneath the high school.

"It's a good program," said one girl. "I want to graduate this year and I don't think I could without the help of this program."

Most believed that poor students-teacher relationships led to classroom apathy in the larger school.

"A lot of teachers upstairs, they really don't care about you," said one senior. "Many of them don't even see you. They just go ahead, and if you can't keep up, they don't take the time to help you. Kids don't want to be in classes where they're not wanted. A lot of teachers hate this program."

"And what's their cure for the problem?" added another student. "They just write you up, send you to the unit principal, and their problem's over. Saturday school solves nothing."

One student agreed that the environment in SWS is much more relaxed, and the teachers go out of their way to aid them.

"SWS has more student-oriented classes. They're much less formalized–it's not just 'fill this out, or 'copy this'. There's no urge to cut here because we respect the teachers. Mr. Norris is a really cool guy," said a student.

"I like the way the classes are individualized," another student said. "The teachers are much more understanding, and there's much more time. We learn much more than we would upstairs. The teachers are what make the program work. They don't threaten you. They show that they really care, that they really want to help. If you cut, they don't just blow it off. The teachers down here are like our friends."

> *"Many people think this program is for crazy people, drug addicts, and dummies, it's not."*

According to the group, most students at Shaker have absurd misconceptions about SWS, such as fighting.

One student said, "They're all lying. No one fights down here. I've never seen two SWS kids fighting each other. Much more fights break out upstairs than down here. Everyone knows each other down here. You learn to tolerate people even if you don't particularly like them. For example, I might really hate this guy standing next to me, but since I have to see him every day, I learn to live with him. Upstairs, you'd be more likely to start a fight."

Another myth is that SWS students are less intelligent than others.

"Many people think this program is for crazy people, drug addicts, and dummies," said one student. "It's not for dummies. It's for people who work better in a smaller, more relaxed, more individual environment. We have people in this program who are National Merit Commended Scholars. SWS has nothing to do with IQ."

One second-year student added, "When my parents first heard about this program, they thought it was just for stupid druggies. You'll find more of those upstairs than you ever will down here. I'd recommend this program to anybody who hates their classes right now. No matter what kind of problem you have, you've got to get something out of this program."

What were the student's complaints about the program? "I wouldn't change a thing," said one. "We should eat out more often," said another. "We need more girls," said the rest.

Stairway to Alternative Education

by Cliff Gyves

It's down there, somewhere between the workshop and the boiler room, an almost mysterious place with an even more mysterious function. It's the School Within a School, offering an alternative approach to education. It seems few people understand the program's goals, and fewer still can assess its effectiveness.

Directed by Kenneth Norris, SWS allows students to approach education in a different manner than the textbook-lecture method used "upstairs." The program includes more "hands on" activities and small group discussions. Classes rarely exceed 15 students.

According to Norris, SWS teachers make a special point to spend time with each student. Their goal is to help students cope with stress and focus their energy on academics.

"(We do) what all teachers would like to do," said English teacher Holly Burgess, referring to the time teachers devote to individual students.

According to Burgess, SWS students need special attention because they have trouble learning in the regular programs. This is sometimes due to emotional problems, family crises, or drug involvement.

Burgess stated that the students are not of below-average intelligence, however. Some of the brightest kids she has seen have enrolled in SWS, she said.

"Our number one goal is to graduate every member of the program," said Norris. Last year 18 of the 35 students graduated. Norris estimated that up to 80 percent of those who graduated have continued with post-high school education.

Norris said that SWS tries "to give the students experiences which allow them to appreciate...responsibility." By helping students cope with stress, overcome their inhibitions, and raise their self-esteem, it is hoped that they will function as responsible citizens, both in and outside of school.

> *Burgess stated that the students are not of below-average intelligence... Some of the brightest kids she has seen have enrolled in SWS.*

Many SWS students have joined work study programs at Cleveland Heights High School and Warrensville High School. Graduates have returned to Shaker to inform Norris of their working status. Others have brought news of school-part time job commitments.

Are those SWS graduates who maintain steady employment or continue with higher education the golden eggs of the Alternative Education goose?

Burgess said she sees success on a more personal, individual level. The success level is different for each student, she said, and she is happy to see a student who, when starting the program, is ready "to explode," but learns self-control and how to cope with stress by the year's end.

Every school in the nation needs a program like SWS, according to Norris. The "mass education" scheme does not work for everyone, and alternative method options may increase the overall academic success rate. In addition, SWS enables students to cope with problems that develop outside of school.

The teachers have "a relationship with the students that goes beyond academia," said Burgess. This dual role, as counselor and teacher, is aimed to help each student become successful in his or her own way, both in school and in the outside world.

Underground mystery: Pieces of the puzzle

For nine years the School Within a School (SWS) has operated in the basement, a sort of underground mystery to those unfamiliar with its purpose. What is going on down there?

According to Kenneth Norris, director of SWS, not enough people fully understand its purpose as "an alternative approach to education."

"It was set up to provide another option for students who, for one reason or another, cannot function well in the traditional setting," Norris said.

SWS, initiated in 1978, was originally developed as an outgrowth of parental concern over these students' problems. Following the agreement of the school board, SWS was formed, maintaining the same purpose now as it did at its creation.

Norris said that SWS, open to all 10th-12th graders, presents students with a smaller classroom setting, more pupil-teacher contact, and increased counseling services. At the moment, SWS consists of four teachers, teaching four subjects to 45 to 50 students. It tries to maintain a *student-teacher ratio of approximately 15-to-1.*

The teachers involved in SWS are Holly Burgess, English; David Dugovics, math; Robert Wonson, social studies, and Norris, who teaches science in addition to serving as department head.

A physical education program, included on Fridays, consists of a group dynamics session, as well as a trip to a local YMCA, racquet club, or bowling alley.

Because of its basement location, carpeting has been added to the floors of SWS in order to detract from its "coldness" and to hide the pipes that are common to the lower level.

But how do the smaller classes and comfortable atmosphere affect the students involved?

"Hopefully, we would expect a student to develop certain habits and attitudes toward the classroom," Norris said.

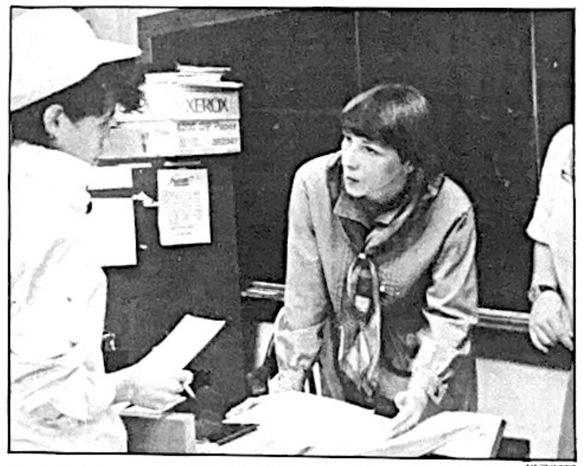
The main function of SWS, he added, is to help students achieve what they have not achieved before. Somewhat like the Push-Excel program, which encourages students to work harder in school, SWS deals with motivational problems.

"We're not LD," Norris said. "LD deals with learning disabilities that are more organic in nature. We're dealing with students who have a need of behavior modification."

SWS is usually recommended for students by their counselors, but students frequently hear about it "through the grapevine" and request admission. Sometimes parents call the school to ask for more information.

No matter how students become *part of SWS, no parent, teacher, or administrator can force them to remain in the program against their wishes.*

Unfortunately for SWS, Norris explained, many students have a negative connotation of the word "basement." The reason SWS is located there, Norris said, is simply because that is where there is room for it in the school.



HURWITZ

Teacher Holly Burgess talks with Ximena Echeverria while other students work on their journals in English class.

Play presents human lost and found

by Paige Weber

Come to the lost and found! "The Comedy of Errors," the fall play scheduled for 8 p.m. Wednesday, Nov. 19, through Saturday, Nov. 22, involves people who have lost part of themselves and are searching for their other half.

Two sets of twins demonstrate this literally as they each search for their missing brother. John and Pat Bixler, twins, play servant twins to Steven Michel and Geoff Gibson, who also play twins. At birth, the two sets of twins separate, and each master twin lives with a servant twin. The play starts as one of the servant twins searches for his missing brother, and a master twin searches for his brother. The situation becomes confusing quickly, and this confusion creates much of the comedy in the play.

The theater department carries this idea of searching for part of yourself further by framing the play in the larger setting of a totalitarian country. The actors who perform the play work in a circus for the government. They perform tricks-juggler, a strong man, a bearded woman--until the officials leave, and then they act out "The Comedy of Errors" for themselves. This gives many lines and actions in the play a double and more serious meaning.

By performing the play, the circus actors are demonstrating a will to think for themselves, and are endangering their own lives. Jessica Bowen plays the White Clown, a spy for the government. The White Clown comments on the scenes as the captive circus players try to please her. She may keep them alive, or have them killed.

What have the actors found or lost by working in the play?

Bowen, by working with other actors, has found "a sense of humility...there's a lot of talented people here..."

A musician states, "I find a lot more work when I go to the piano."

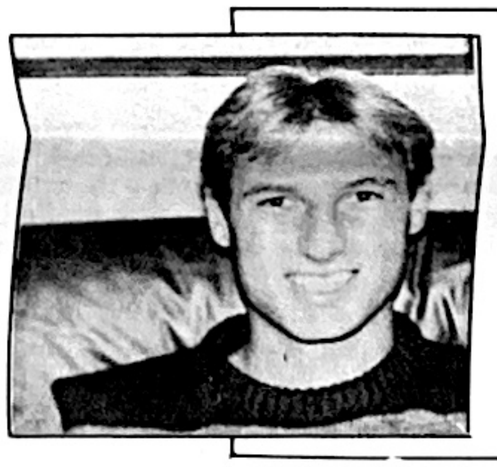
"I've found a part of my heritage...people in bondage, Jews and blacks, I can see how they felt and I can sympathize," says Lynn Mason, "We're laughing at a very sad situatic ."

The play is primarily a comedy, however. "The Comedy of Errors," framed in a tragic setting, offers two opposite types of entertainment.

WEINSTOCK

John Bixler is thrown head over heels in play practice.

Discovering America: Foreign exchange students share their impressions of Shaker



"I loved pizza until I ate it in the cafeteria." - Redies

by I-Fan Go

How about this for a vacation spot...a quaint German city called Goch on the Dutch border? Well, that is home for Chris Redies, a junior here at Shaker. He will be here for the school year.

Chris chose our high school because his relatives, the Dolls, live here. He's enjoying it too.

He finds many differences between Shaker and his own school. First of all, only 500 students attend his school in Germany. He thinks Shaker is "too large, too long, and there is too much homework." Chris does enjoy the variety of cultural backgrounds.

"Shaker is easier," Chris says, jokingly adding that there is a lower intelligence level here. The teacher-student relationship is not as good.

He remembers, "Sometimes (at home) we invited teachers to a party, and we got to know them."

Chris notices dissimilarities between his home town and Shaker Heights.

"It's a lot safer there. There are a lot more places to meet people, like at pubs. And in Germany, you don't need a car." Observant Chris also notes that "rich people in Germany want American cars, and rich people here want German cars."

"People ask me if I'm a headbanger." - Engblom

by Randi Schmelzer

With a double pierced ear and minute yearning to play the guitar, Pasi Engblom from Finland fits right in with the rest of the senior class's male population. Thanks to Youth For Understanding, an international student exchange program, Engblom will be spending the entire year in Shaker.

He plays on the varsity soccer team and plans to try out for hockey later this season. After studying English for eight years, Engblom is enjoying his first visit to the U.S.

Classmates have been bombarding Engblom with questions about his home since his arrival.

Engblom enjoys the rock group Genesis, Charles Longo's U.S. History class, and partying excessively; however, he is not especially fond of a number of American "things" - Mary Lou Retton, for example.

Engblom likes Shaker almost as much as his hometown, a city just south of Helsinki. He found the United States to be much the way he had anticipated and is looking foward to visiting other major cities such as New York and Washington, D.C. While he has found differences in the schools, the television programs, and the driving ages, he feels quite at home in the States.

Engblom's only regret: "My girlfriend is back in Finland."

"I try to be nice and not hit or kick in the halls." - Schmeiser

by Beth Stevelberg

When 16-year-old Cora Schmeiser arrived in New York City last summer from Mainz, West Germany, she did not get the greeting that she expected.

"I had to sit in a little office for an hour or longer and wait for permission to stay here," Schmeiser said.

Shorter school days, a driving age of 18, fewer television commercials, fewer trees, more fields, classes six days a week, and more homework are just a few aspects of student life in Germany that are different from the United States.

"We do have a lot in common," commented Schmeiser about the two countries. West Germany enjoys American music, films, television, and magazines.

Schmeiser finds a few American phenomena unusual, though. She is shocked to see that people cut classes here. Schmeiser also finds the Shaker administration overly complex.

"We don't have computerized absences in school. If you miss a class you tell the teacher. That's all," she said.

Americans have been warm and kind to her, and Schmeiser likes staying in Shaker. Only one other American passion perplexes Schmeiser-fashion.

"Fashions are mostly European, but some I have not seen before," said Schmeiser. "It's not ugly but...they wear holes in their trousers."

THE SHAKERITE'S NOVEMBER ISSUE WILL FEATURE TWO MORE EXCHANGE STUDENTS.

Shaker becomes studio for TV program

by Julie Alfred and Ian Johnson

Topics from sex to "screamer zits" were discussed as "The Morning Exchange" was held live from Shaker on Oct. 15.

The program, hosted by Fred Griffith, Randi Hall and Joel Rose is one of Cleveland's top-rated shows. Shaker was chosen by the producers as a filming location for several reasons.

"We haven't done a show from a high school in a while, and we like to vary our locations. Shaker was picked because we wanted an east side public school, and their successful integration, few academic problems, and high achievement say something good about our educational system," said Jane Temple, executive producer of the show.

To gear the program toward teen issues, guests included a psychologist, dermatologist, SAT expert, soap opera star, fashion show coordinator, and a sound imitator.

The Shaker band, acting ensemble and a cappella choir were also highlighted.

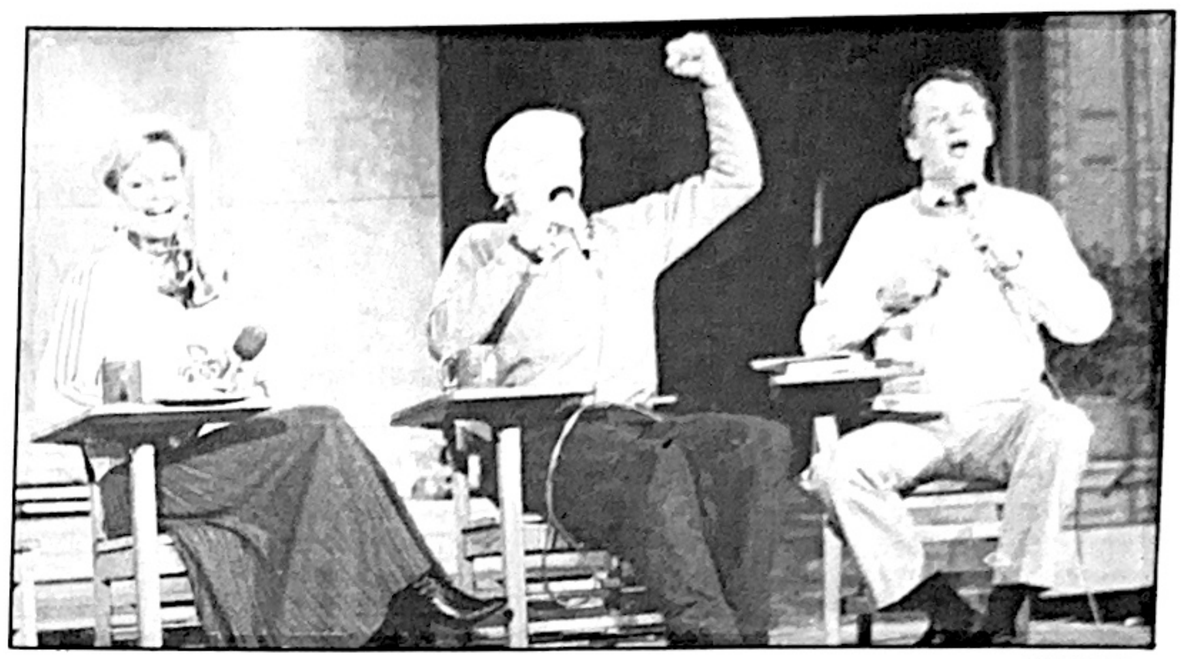
Among the show's guests was SAT coach Adam Robinson, author of the book "Cracking the System," a guide of hints to aid in taking the SATs, which Robinson dubbed, "The Very Bad Freshman Year College Grade Point Predictors."

Robinson's theory, proven by his own score of a perfect 1600, is "the answer to a hard question is the one nobody would think of, the one that goes against your better judgement."

Another guest was psychologist Sonya Friedman, author of two popular self-help books. She relayed the idea that it is a teen's personality that is important in a lasting relationship, not his looks.

"You should find out all about yourself first before you decide to share your life with another person," said Friedman.

Possible solutions for ridding the face of "zits and goobers" were presented by local dermatologist Dr. Jerome Litt. Litt described what foods should not be eaten to avoid a variety of acne problems.



HURWITZ

Fred Newman is caught in the Red Raider spirit.

Other guests included Jackie Zeman who plays nurse Bobbi Spencer on the popular afternoon soap opera, "General Hospital," and May Company's Dixie Davis who presented a fall fashion show using Shaker students as models.

Highlighted on the show was comedian and noise specialist Fred Newman who produced sounds for the movie "Gremlins."

"Use your weirdness whatever it is," said Newman. "It will probably make you the happiest."

Student reaction during the broadcast was, as the hosts said, enthusiastic.

HURWITZ

Trick or treat!

Cheryl Flinker, junior, plans her Halloween celebration in chemistry class.

Alumni guide student body

by Dustin Klein and John-Phillip Neill

Striving for excellence in school is most important, stressed SHHS Alumni Association Hall of Fame inductees at a student assembly.

To commemorate the Shaker alumni who have succeeded, 10 noteworthy citizens were inducted into the Hall of Fame on Thursday, Oct. 9.

The 10 included actor Brian Patrick Clarke ('72), Judge Paul R. Donaldson ('44), Lieutenant General Robert Elton ('50), Senator Lee I. Fisher ('69), Professor Herman K. Hellerstein ('33), civic leader Mildred Fried Hollander ('35), pianist Martha Joseph Joseph ('35), Rhodes Scholar Robert H. Rawson Jr., ('62), physician Sidney M. Wolfe ('55), and weightlifter David Berger ('62) who was killed in a terrorist attack at the Munich Olympic Games in 1972.

All inductees that attended spoke of their experiences at Shaker, contributions to society and professional achievements for which they were being honored. Several mentioned how grateful they were for the complete education they received at Shaker.

The inductees acted as role models for the students by emphasizing how important a good education is.

Donaldson said, "There is an opportunity out there for all of you. You too could be up here some day."

He also related a story of the help his high school swim teacher gave him and attributed some of his motivation in life to that teacher's encouragement.

Hollander, who is involved in many civic organizations, gave the students three keys to success: "One should have a goal, be flexible, and be a part of the community."

Inductees noted many changes at Shaker, but Rawson identified one constant truth.

"I still can't find a parking spot on the oval," he said.

Fierce Red and White battle Bulldogs on Sat.

by David Englander

The Raiders face the visiting Garfield Bulldogs, Saturday, in the concluding game for both teams in their 1986 football campaign.

The Bulldogs are wrapping up their first season as an independent team. At the close of the year, they dropped out of the LEL. The growling Bulldogs are led by senior defensive end Gene Kostelnick and senior running back Demetrius Graham.

Through the shoulders of two possible LEL champions, quarterback Tyree Thompson gets a signal straight at the line of scrimmage.

HURWITZ

The hungry Garfield "Dogs" should not be much of a game for the fierce Red Raiders. Shaker has come back from an 0-2 start to upend Warrensville, Parma, Valley Forge, Cleveland Heights and Lakewood - outscoring the consecutive victims 77-32.

Overcoming early season injuries, captains Greg Jackson and Brian Spring have brought the Red and White offense back to respectability. Jackson, who caught touchdown passes of 73 and 17 yards against Valley Forge, kept the clock ticking in the final quarter at Heights.

Senior quarterback Tyree Thompson and halfback Darin Saunders have also aided the attack, both passing and running the ball.

To recent opposing offenses, the Raider "D" has been merely a blurring streak of red. They have shut out both Parma and Heights, while allowing Warrensville and Lakewood a lone TD.

Turnovers constitute a large part of their successes. In addition to the seven fumble recoveries against the Tigers, Coach Raymond's armored 11 have picked off eight pigskins.

No hackers allowed

Sticks and spirits flying high as 14-1-1 hockey girls quest for it all

by Caryn Markus

As the cheer goes, there is no doubt that this year's 14-1-1 field hockey outfit "has got the feeling." While outscoring their opposition by 57 goals, this season's exciting troop will go down as one of the school's all-time best.

Explaining the secret behind her squad's success, Linda Betley reveals, "It is mainly because of the unity between all 21 players. We work together, instead of fighting with each other. There have been years where I could have picked two or three star players out, but this year is different."

Each member on the team has contributed to their winning season. Every forward on the forward line, and three of five halfbacks, have scored at least once. Aside from scoring, a major key to the group's winning is its "overwhelmingly strong defense and a lot of teamwork," according to starting goalie Robyn Minter.

With such a strong record, the unified squad could very well make it to the Nov. 1 state tournament, which the high school has not participated in for six years. Having already beaten Heights, Shaker needs only to defeat Toledo Ottawa Hill in the state qualifying tournament.

"We have the best shot of going to states this year than any other year," testified Betley. "The team wants it!"

HURWITZ

There is no getting by Julie Robertson, or any of her defensive counterparts, on the field this year.

JV guys hurting, girls and freshmen off to superb fall beginning

JV Notebook

★★★★★★★★★★★★★

by Jon Mester

The J V football team is certainly having its problems. On Oct. 1 they were bombed by Cleveland Heights, 26-0, dropping their record to 1-5.

"We're a very small team and injuries (like the one quarterback Clark Khayat suffered) have killed us," remarked Coach Mark Leimsieder. "We also have a limited number of quality players at skilled positions."

Coach Leimsieder is quite pleased, however, at the undying effort his contingent continues to display.

★★★★★★★★★★★★★

On the tennis court, the doubles team of juniors Kim Hutter and Alissa Katz upped their season mark to 10-2 with an Oct. 7 victory over Laurel. Coach Jim Burry believes they have an excellent chance of claiming two of the five spots opening up for varsity next fall.

★★★★★★★★★★★★★

To see junior goalscorer Tony Arscott strolling down the hall of a local hospital should not surprise anyone. In a soccer match against Gilmour he broke two fingers and suffered a hyper-extended leg. Dating back to the age of one, Arscott estimates being on crutches 15 times and fracturing every finger on both hands.

★★★★★★★★★★★★★

Field hockey coach Marilyn Dynys is delighted with the headway her 4-1-2 outfit has been making.

"Ninety percent of them have improved 100 percent since Aug. 17," she boasted.

Freshman Notebook

★★★★★★★★★★★★★

by Josh Levy

With all the hoopla over football, soccer, field hockey, and tennis' league leading seasons at the high school varsity level, freshman sports this fall have had to take a back seat. Ninth grade teams, however, have been making some cork-popping campaigns of their own.

★★★★★★★★★★★★★

The freshman football squad has kicked off its season by winning three of four games. The team is coached by physical education teachers John Schwartz and Tom Morgan, and math teacher John Rothlisberger.

"The team has adapted well to this level of the sport because of their unity, which carried over from their season last year when they were in the eighth grade," commented Schwartz.

★★★★★★★★★★★★★

The ninth grade soccer unit, masterminded by social studies teacher Scott Anderson, has been very competitive in the league, while collecting an undefeated record in four games.

★★★★★★★★★★★★★

On the field hockey pitch, the freshman Red Raiders are the only undefeated squad in the division. Social studies teacher Richard Woods spends his time on Woodbury's front lawn fine-tuning this disciplined machine.

Champion 80-minuters upset powerful Heights, University

Cohesive unit defeats doom of yesteryear

by James Lucier

In avenging a disastrous season where the team quarreled constantly among itself, the kickers from Shaker currently enjoy at least a share of the league title and an excellent shot in the state tournament.

Class rivalries, personal jealousies, and other trivial troubles nagged the team last season, resulting in the most losses the high school soccer unit has ever recorded. Their success this campaign lies in the cohesive, cooperative unit they became.

"It's such a relief to have a team without a single personal problem. I was able to coach, and the team as a whole played very well," mentioned coach Baird Wiehe, after attributing the recent prosperity to the team's dedication towards both soccer and winning.

The Red and White won the league title with sweeping upsets of arch-rival Cleveland Heights and University School. Wiehe asserts that his freedom to instruct and prepare innovative gameplans came about because of the team's exhibition of such patience and cooperation.

During the clash with the Tigers, sophomore Steve Manka closely shadowed Heights' goalscorer, Kevin Pexa. In the U.S. contest, the Raiders manipulated the sidelines, avoiding the structured Prepper defense. Both strategies worked and Shaker walked away with a 9-0-2 league record, and 2-0 and 2-1 victories, respectively.

"With the bad taste left in our mouths from last year, we wanted to show people we really could play, and play well," declared co-captain Tom Rogat.

As the league season commenced, the united squad blossomed. Midfielder Dan Craig and co-captain Mike Ream won accolades as Plain Dealer all-stars of the week. Jeff Dawson tallied nearly 15 scores and sweeper Peter Nagusky anchored a stingy defense that allowed just seven league goals.

HURWITZ

Excitement is in the air as left wing Vim Van Glabback leads a jubilant victory lap around the field of this season's record breaking soccer team.

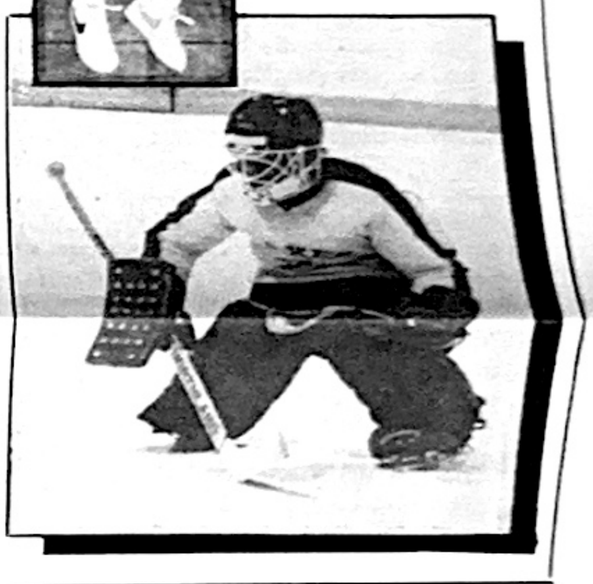
Next Month's Lineup

Coming in the sports pages of the December Shakerite issue:

As winter sports get under way at the high school, "Shakerite" readers won't be left in the cold. Instead, they'll be supplemented with in-depth coverage of their favorite teams.

★★★★★★★★★

Staff Reporter Jon Mester (see JayVee Notebook) will take a look at what's going on around the oval.



Tartaglia-Thomas, Lambert travel to state capitol

by Pep Llinas

On Oct. 24 and 25 seniors Barb Larbert, Jill Tartaglia, and Jenny Thomas ended their high school tennis careers in Columbus, competing in the state championships.

Upon completing her second consecutive undefeated regular season, Lambert was not quite ready to hang up her racket. She finished second in districts and displayed convincing victories at regionals, destroying Canton Glen Oak, 6-0, 6-0, and slipping by Salem High, 6-4, 7-6.

After taking fourth in districts, the doubles team of Tartaglia and Thomas pulled off the upset of the regional by defeating a rugged Brecksville squad, 4-6, 6-3, 6-4. They impressively went on to beat Jackson, 3-6, 7-6, 6-4, giving them enough gas to travel the road to the state's captitol.

Heights hypnotised, tamed by Raiders

by Martin Blackwell

This fall almost all our high school sports teams established supremacy over their across-town rivals - Cleveland Heights. The cross country squad shot down the black and gold, 29-26. The field hockey team, this season's star team, trounced the Tigers on goals by Cheryl Lindow and Kristy Ratliff. On Sept. 27 the soccer team pummeled their arch-rivals, 2-0. The heroes were Dan Craig and Peter Nagusky, who both put the ball past the helpless Heights netminder. The golf contingent tamed the Tigers twice with 177-192, and then 184-194. Capping off the tidal wave of victories was the football squad's emotional 6-0 win over the Tigers (a.k.a. Pussycats) on Oct. 2. A nine yard toss from Tyree Thompson to Cordell Stokes made the difference.

★★★★★★★★★★★★★★★★★★★★★

If anybody hadn't seen, the gym has b been refurbished for the upcoming 1986-87 hoops season. The old floor was nearly 30 years old, and was sightly warped. Numerous lines from different sports covered the three decade old court. "You could have played tennis in there," pleaded Athletic Director Jerry Masteller.

★★★★★★★★★★★★★★★★★★★★★

Around the Oval

The volleyball team has had an up and down season, posting a 9-11 overall record. The Baby Ducks chalked up a 7-5 mark in the LEL, and took third place behind Lakewood and Cleveland Heights. Junior spiker Lori Heiser summed it up by pronouncing, "We got psyched up for the big games, but the little ones got away from us."

★★★★★★★★★★★★★★★★★★★★★

The runners ended their year with a 5-1 dual meet record in the LEL, coming in second behind Lakewood. Matt Hartley, David Lou, and Rawley Brucken posted times under 17 minutes this year.

★★★★★★★★★★★★★★★★★★★★★

M

what it should have been. The swim teams did an excellent job, but the other teams weren't nearly enough involved."

★★★★★★★★★★★★★★★★★★★★★

Junior Hilary Hughes, three sport letterwoman, on beating private school teams: "It gives me great satisfaction when I know that my mom went to Hathaway Brown and my sister went to Laurel."

★★★★★★★★★★★★★★★★★★★★★

Because of the break between fall and winter sports events, the calendar of where you can catch Raiders in action will be excluded from this issue. Next month it will be continued.

Special Report

Boosting high school athletics

Three hundred member club brings community closer through Red Raider games

by Marty Levine

The Shaker Sports Booster Club (SSBC) is a parent-run organization working to improve interest and support for high school athletic teams.

SSBC's members presently number around 300 and the fees from these parents have already raised $6,000 for the cause. The group is planning a reverse raffle next March. Rough estimates expect the fundraiser will double the club's funds.

The booster club was in its planning stages as early as the winter of 1984. Mort Levin, the current president, and Sandy Rosenthal founded the original idea. They hoped to increase the involvement of parents and students in Shaker sports. The original goal of the club was to bring the fans out and make Red Raider sports community events. However, the SSBC has evolved along slightly different lines since then.

Money has become important and was collected in larger numbers than the club officers had expected. During the 1985-86 school year, a membership drive in the fall and a reverse raffle in the spring collectively netted $12,000.

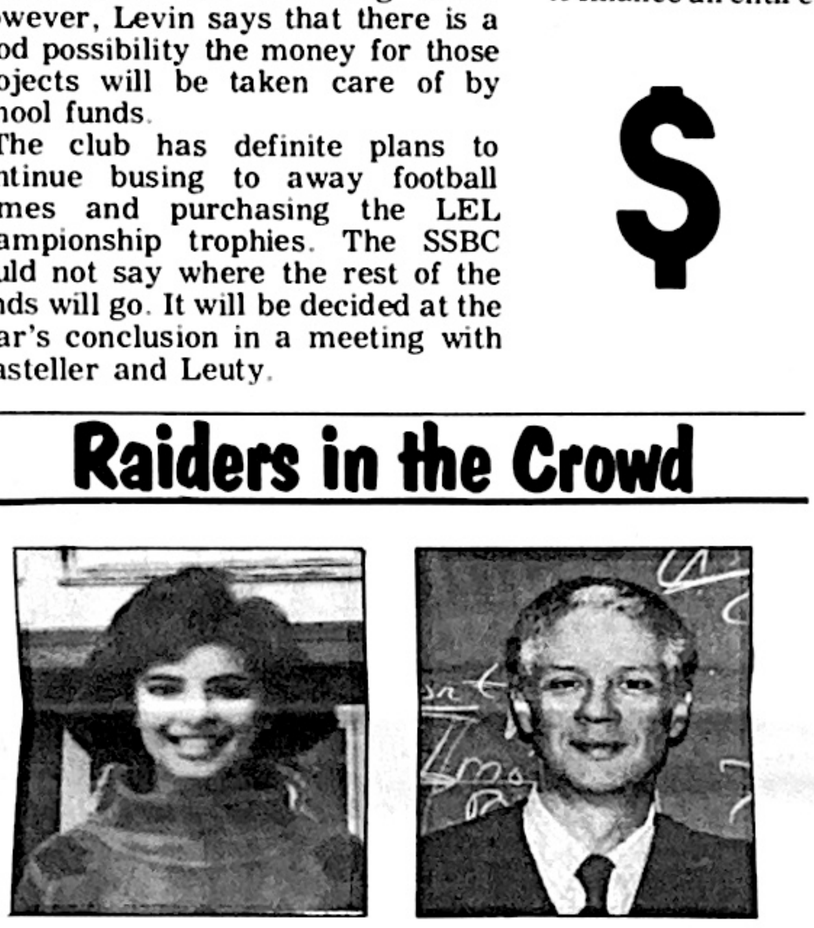
Working with the school's athletic directors, Jerry Masteller and Mary Ellen Leuty, the SSBC decided to purchase items which would be of universal value to sports at Shaker. These included three new pieces of equipment for the David Berger Fitness Room, a memorial to the Shaker graduate killed by terrorists in the 1972 Olympic games in Munich. A new VCR and video camera were purchased for the use of any varsity team as well as trophies for the individual members of Shaker's six LEL championship teams last year. Buses for away football games were furnished and, with the class of 1955, the Shaker flag was purchased.

The club estimates that another $12,000 will be collected during the course of the year. As for expenditures, the swim team needs of a new timing device and the wrestling squad needs new wrestling mats. However, Levin says that there is a good possibility the money for those projects will be taken care of by school funds.

The club has definite plans to continue busing to away football games and purchasing the LEL championship trophies. The SSBC could not say where the rest of the funds will go. It will be decided at the year's conclusion in a meeting with Masteller and Leuty.

Every athletic team at Shaker has needs, whether it be in equipment or uniforms. Masteller admits that there is no way for the club and the athletic board to satisfy everyone. The problem lies in the fact that Shaker sports do not generate enough money to finance an entire upgrading of all of their athletic teams.

The club would like to aid in whatever way possible to lessen the burden placed on the athletic board, said Levin. More importantly, however, the club aspires to improve the closeness of the community through the sports program.



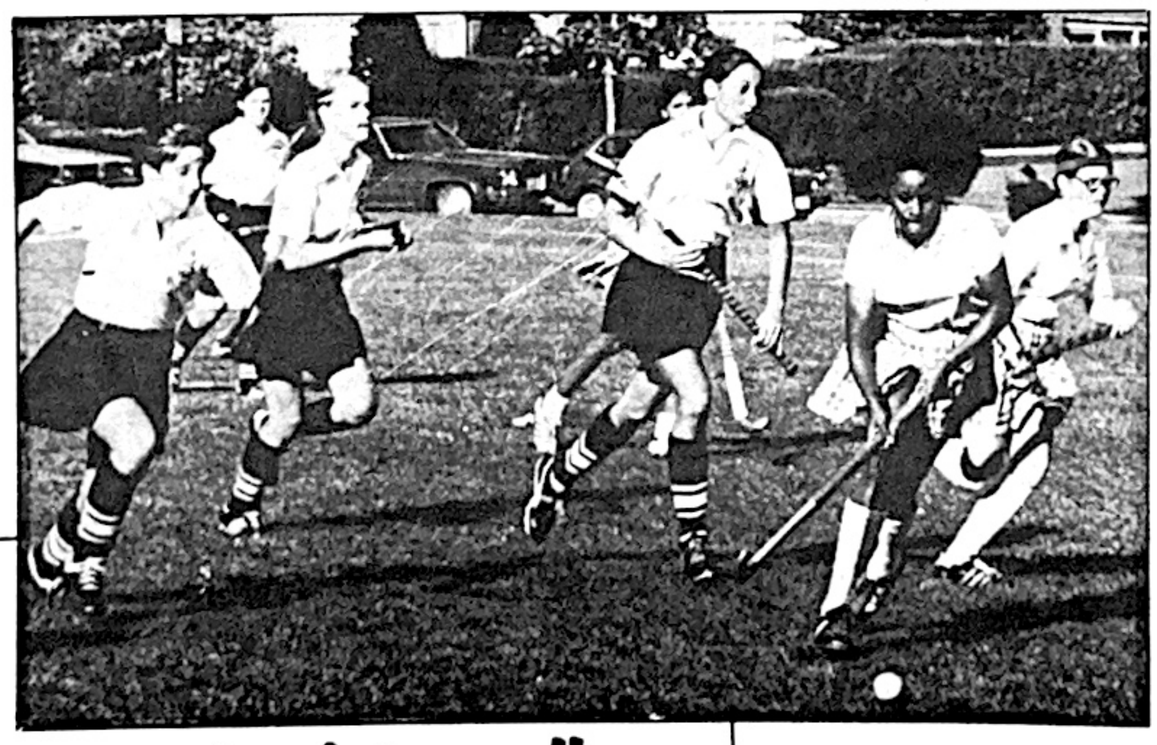
Raiders in the Crowd

Robyn Minter
Senior

Minter platoons as netminder of the school's striving field hockey squad. The team compiled an 11-1-1 mark while she led a stalwart defense that yielded just two goals in the regular season. Often, an observer can hear the goalie bellowing instructions and encouragement to her cooperative teammates. In short, Minter has played a big role in the Raiders quest for the state title.

Baird Wiehe
Teacher

In his 20th year as soccer coach, Baird Wiehe has masterminded his team to seven consecutive wins. On Sept. 27, Wiehe adjusted the game plan in order to shut down the highly touted Heights Tigers. Two wins and 10 days later, his unit took care of the respected Preppers for only the fourth time in his long reign. His 1986 record-breaking squad has gone over a month without losing, en route to the league title.



Looking back at the Shaker sports picture album

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